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ABSTRACT

This report is a distillation of an extensive analysis of the governance patterns of 50 private, senior, predominantly Negro colleges and universities. At the time of the investigation (1967-68) these institutions had 33 percent of the enrollment of all predominantly Negro colleges. The purpose of the study was to delineate the structures of the boards and describe their orientations and the methodologies they employed in facing the problems and challenges peculiar to these institutions. In this context an attempt was made to identify (1) the governance personnel of these institutions and their chief characteristics; (2) their perceptions regarding their tasks and responsibilities as trustees; (3) the priority of their commitments; and (4) the ways in which their role-functions are relevant to present challenges and their performances enhance the future of these institutions. The report has three chapters: CHAPTER I gives a profile of governance structure; Chapter II gives a profile of governance function; and Chapter III gives conclusions and makes recommendations. Included in the appendices are (1) the questionnaire; (2) a statistical summary of the board structure; (3) a statistical summary of role-function; and (4) a profile of the institutions. (AF)

An Analysis of the Boards of Trustees of Fifty Predominantly Negro Institutions

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INVENTORY OF ACADEMIC LEADERSHIP

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INTRODUCTION

This report is the distillation of an extensive analysis of the governance patterns of the 50 private, senior, predominantly Negro colleges and universities. The survey was conducted during the 1967-68 academic year by S. M. Nabrit and Julius S. Scott, Jr., with a grant from the Ford Foundation.

The matrix of our study was an attempt to assess the quality and vitality of the 50 boards of trustees and, obliquely, to assess the thrust and relevance of the institutions themselves.

At the time the investigation was conducted, the 50 institutions enrolled over 51,000 students, or 33 percent of the enrollment of all predominantly Negro institutions. They, as all other institutions of higher learning, were engaged in a struggle for relevance and contemporaneity while confronting the challenges of youth to constituted authority. However, the Negro institutions had these difficulties compounded by significant factors, both internal and external. Externally, they were vexed by an overexposure to assiduous investigation, while trying to meet the standards and criteria of regional and national accrediting bodies and create new relationships and services to the public in response to the communities in which they are located. Internally, they were struggling to maintain high academic standards, recruit faculty, update policies and institutional procedures, and achieve sound fiscal management at time of upward spiraling costs. At the same time, they were coping with student unrest and faculty and student demands for involvement in curriculum reform and decision-making.

All of these problems are basically within the domain of college and university governance. Our study proposed to delineate the structures of the boards and describe their orientations and the methodologies they employed in facing the problems and challenges peculiar to these institutions. In this context, we sought answers to the following questions: (1) who are the governance personnel of these institutions and what are their chief characteristics; (2) what are their perceptions regarding their tasks and responsibilities as trustees; (3) what is the priority of commitments; (4) in what ways are their role-functions relevant to present challenges and how are their performances enhancing the future of these institutions?

Underlying our investigation was the premise that governance patterns in higher education should be evaluated in reference to national norms rather than geography, institutional sponsorship, or the ethnic background of individual trustees. We were not searching for the ideal board member or the ideal board composition, but evaluating the structures and functions of the 50 boards in relation to efficiency in institutional management and sensitivity and relevance to the contemporary issues of higher education.

The assumption basic to this study is that the black, private colleges and universities will continue to play central, vital, and permanent roles in the total spectrum of American higher education; that they will evolve in new

and significant dimensions, and that they will become more trenchant in the implementation of the values, goals, and aspirations of young Negro Americans.

Methodology and Procedure

This governance study included *all* of the senior, private Negro colleges and universities. These 50 institutions are diverse in institutional structure, student enrollment, and level of academic instruction and equally diverse in governance structure. Their enrollments range from less than 100 students to more than 9,000. Memberships of their boards of trustees range from nine to 99.

The institutions to be investigated were isolated and categorized in terms of primary sponsorship. Although a few defy discrete categorization, they conform to one of the following patterns: (1) those founded and sponsored by a single denomination or church group; (2) merged institutions sponsored jointly by two denominations; (3) institutions independent of denominational sponsorship.

Contact was then made with the presidents by mail. The nature of the study was described and requests made for lists of board personnel, copies of charters and by-laws, and the dates and places of board meetings during the academic year. The charters and by-laws were studied in order to learn the established mandates, the criteria used as bases for board membership, the structures of the boards, and the definitions of responsibility.

Through the presidents, contact was made with board chairmen and arrangements made for visits to the campuses during the times the boards would be in session. The purpose of these campus visitations was to conduct informal interviews with key board personnel, to engage in in-depth conversation with the presidents, and to disseminate a questionnaire. The questionnaire and a self-addressed, stamped envelope were provided for each board member. In all but three institutions, the investigators were the invited guests of the administration and board chairmen.

Contacts with the boards varied according to the schedules of the meetings, the agendas, and the attitudes of the presidents or the chairmen. Most frequently details of the study were presented in a formal session of the board. At other times explanations were made at luncheons or informal sessions. Personal interviews varied in length and intensity.

Of the 1,255 questionnaires disseminated, 724, or 57.68 percent, were returned. Of this number, 29 responses were not included in the computerization. The total number of computerized responses is 695, representing 55.24 percent of the total board constituencies. The low percentage of questionnaire returns was the result of numerous factors over which no control could be exercised. However, data are not substantially modified because of this lack. The direct contacts and on-the-spot visits with board personnel provided experiences and exposures which are more telling than some written responses. In many cases, the investigators were able to balance low responses from particular institutions by their knowledge of

trustees in these institutions and from the impressions and perspectives gained by direct conversations. Thus, conclusions in this report about overall patterns and general tendencies have been built from information in the questionnaires, augmented and supported by personal contacts and interviews.

This distillation of the complete report is designed for distribution to the institutions investigated, foundations, denominational executives, and others interested and involved in college governance. Only those findings deemed pertinent to these constituencies are included here. The complete 995-page report is a confidential document.

S. M. Nabrit

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Julius S. Scott, Jr.

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CHAPTER I
A Profile of Governance Structure

The mechanisms of governance of the 50 institutions we surveyed were originally established by their charters, creations of the nineteenth century, and were rooted in the nineteenth century industrial revolution ethos and in the black-white relationship of the post-Civil War period. The resulting governance structures are now felt by some to be anachronistic, and educational consultants and critics of higher education are urging basic reform. Their thesis is that the governance structure—in essence, the structure of the board of trustees—tends to predetermine the effectiveness with which an institution functions.

We were compelled to pay particular attention to the structures of the boards because of the primacy of the relationship between the boards and the institutions. Unlike a board of directors of a corporation, who represent stockholders, the trustees of these 50 colleges *are* the colleges—that is, they are generally the owners of these institutions, by law.

We carefully scrutinized the charters, constitutions, and by-laws of the institutions because they are the mandates which determine the structures of the boards. A charter is granted by a branch of government, state or federal, to a petitioning group for the purpose of establishing and operating a college. A constitution and/or by-laws generally indicate the nature and type of governance structure and specify how trustees will be selected, their terms of office, etc.

We discovered a great deal of diversity among board structures. Before discussing specific findings related to board structures, we propose the following model as an ideal or normative board structure:

Size

Since efficiency and meaningful interchange are central to a board's operation, its size is very important. There is a maximum size beyond which a board is incapable of efficiency and below which it is incapable of maintaining vigor and expertise. A board of trustees between 18 and 30 members is optimum size for efficient function. The boards of public colleges are usually smaller—ranging from nine to 10. The regents or commissions of higher education number as many as 99.

Composition

A former university president expressed the dominant characteristics of effective board composition in terms of the "three W's"—wealth, wisdom, and work. Ideally, a board of trustees should be composed of members who have outstanding potential in terms of technical and financial contributions to the educational effort of the institution; who have knowledge and sensitivity to the basic educational issues; who possess technical expertise, imagination, and personal competence; and who are committed to the goals and purposes of the institution. A board structure should be inclusive in order to ensure versatility, breadth, and depth.

Board structures should also reflect basic demographic patterns and the value structure of society. With one-half of the American population now under 25 years of age, and with the predominant population of institutions of higher learning even younger, board members should be young enough to be able to deal sensitively with the issues, needs, and problems of the student generation.

Moreover, the constituency of a board should be representative of a sponsoring group or the community of dominant support, but not, however, if such representation sacrifices expertise and competence, or excludes potentially effective board members.

Selection and Orientation

In order for an institution to acquire and retain effective board members, its structure of selection and orientation should meet the following requirements:

1. Mechanisms should exist for bringing potential candidates for board membership into contact with the institution and other board members;
2. Board members should be carefully screened in terms of their potential contributions, financial and otherwise, and their personal commitments;
3. During the first term of office, or perhaps even prior to it, there should be carefully planned opportunities for a board member to become knowledgeable about the history and traditions of the institution, and to become acquainted with the problems, needs, and aspirations of students, the perceptions of faculty, the visions and plans of the president, the structure of the board, and the expected role or roles he is to play as a member of the board;
4. A board member should serve two terms, after which he should automatically rotate off the board for a period of at least one calendar year. Terms of office, as well as "rotation off," should be staggered so that continuity and vitality are assured;
5. Mechanisms for retirement, because of age or ineffective participation, should be set and followed;
6. In cases where a board member reaches retirement, an "emeritus" or "honorary" category might be created so that the institution may benefit from his experience without affecting the legal composition of the board.

Communications

A board of trustees is effective in direct proportion to the extent to which it can communicate its policies and decisions clearly and quickly to students and faculty. In order to assure good communications, board committees should consult frequently with students and faculty and/or have them represented on task forces and ad hoc committees. Another possibility is to have students and faculty serve as advisory members of board committees. The communications structure should provide for open-ended and informal conversations with students and faculty. In addition, informal interchanges may take place during meals and coffee breaks when a board is in session on campus.

Control

A board of trustees should be free from the interference and immobilization which occur when basic controls are outside the board itself. For this reason, the board chairman, officers, and chairmen of committees should be democratically elected annually. When one is chairman of a board by virtue of an office or position, ecclesiastical or otherwise, control mechanisms are beyond the boundaries of the board itself, and can operate to undermine the influence, work, and image of the board.

Meetings and Committees

Meetings of a board and its committee structure should be arranged so as to facilitate the handling of the affairs of the institution. Usually, two meetings annually of the full board are necessary. Committees should meet during these times and in addition as often as necessary in order to deal with matters which arise between board meetings.

Costs for travel and entertainment generally are the burden of the institutions. Some colleges distribute to their board members guidelines for making travel to meetings a tax deductible expense. This suggests a willingness to reimburse.

Committees should be appointed for specific purposes and should operate as task forces, gathering data from the various components of the institution's public and clarifying board policies and positions. Only the minimal number of committees necessary for particular purposes or assignments should be appointed.

Having delineated a normative model for board structure, we turn now to an analysis of how the institutions in our study measure up to this model. First, however, some general observations:

1. Boards of trustees are basically similar across the nation. Although our study is of 50 black colleges and universities, the patterns we observed and comment upon here and in the complete report are *not* endemic to black institutions. The areas of strength and deficiency we found in these institutions reveal few, if any, departures from other institutions of higher learning.

2. The boards of trustees of the 50 institutions investigated are unicameral in structure. In the two cases where the charters specify bicameral structures, the boards are operationally unicameral, with executive boards carrying the governance responsibility. The boards are self-perpetuating, albeit several are only nominally so. Board members generally serve three- or four-year terms, in staggered classes.

Size

1. There is a wide diversity among the boards in terms of size; the range is from nine to 99 members. Many boards are too large for effective and efficient operation.

2. Some of the colleges violate their charters by having more board members than the charters specify.

Composition

1. The compositions of the boards are not determined by assessment of the varying needs of the institutions. Generally, the boards have developed by chance rather than by design.

2. Of a total of 1,255 members of the 50 boards, 730 are black and 525 are white. Except for those colleges supported by black church groups, the trustees of the Negro colleges are overwhelmingly white. This racial distribution indicates the original as well as the current sources of support. The power of these boards is concentrated in the hands of the white membership; they make the policies and choose the presidents.

3. The basic constituencies and structures of the boards reflect their origins and support. Small institutions supported by a State Baptist Convention, for example, have boards composed almost exclusively of Baptist clergy and laymen from within the state; Methodist institutions have a majority of Methodists on the boards; independent institutions have few, if *any*, official representatives from churches. Institutions operated as missions have boards which are nominated or elected by the mission boards of the general church. Institutional and supportive structures, then, are primary determinants of board membership. The in-state, out-of-state ratio of membership reflects the instutition's image; the more national the image, the higher the degree of out-of-state representation.

4. Approximately 17 percent of the respondents to the study questionnaire have no earned degrees, including 110 with no bachelor's and five with only honorary degrees. Approximately 23 percent have bachelor's; 22.88 percent have earned divinity and law degrees; 16.98 percent have master's; and 20 percent have earned doctorates, including medical and dental degrees.

5. The occupational field with the largest representation among respondents is the clergy, with 222; followed by law, medicine, and teaching, with 121, and business and industry, with 99. The smallest representation—four—is from engineering and architecture.

6. Of the 50 institutions investigated, the most active, effective, and productive boards of trustees are those with high degrees of occupational and geographical diversity and racial and sexual heterogeneity.

7. The independent colleges have both the most heterogeneous and the strongest boards of trustees. The prestige of these institutions and their independence from church control make it possible for them to attract the type of trustees who can be most helpful in terms of expertise and influence.

8. The practice of routine re-election loads the boards with elderly persons who are no longer actively involved in any vocational pursuit. None is under the age of thirty; few are under forty; and too many are above seventy.

   There is a formidable age gap, then. Trustees have been out of college on an average of 25 to 40 years. These trustees see themselves as guardians of the status quo. It is little wonder that they cannot relate to students or discern the basic issues when administrators are at odds with students and faculties.

9. At the time the study was conducted, no board had student or faculty representation, although on a dozen campuses students had actively demanded the right to sit with the trustees and to have some mechanism through which their voices could be heard in curriculum and policy decisions. Recently, and partly as a result of our dialogue with administrators and board personnel, three institutions have added students to the composition of their boards, and several have broadened the composition of their boards.

10. Affluence or the ability to influence dollar support for higher education has not been crucial in the selection of trustees on the boards investigated. The majority of the trustees contribute little money. Over a three-year period, the vast majority have not contributed or raised as much as $200.

11. In terms of attitudes and basic perspectives, trustees are conservative. They tend to operate from an "in loco parentis" orientation, and are more cognizant of budgets, plants, fund campaigns, and salaries than they are the concerns of students or the issues of the campus. Thus, they delay or ignore needed reforms proposed by orderly student procedures, and react speedily, and often unwisely, in the wake of student disruption. This type of response augurs for more disruption in order to obtain action.

The following table indicates the responses of trustees regarding 10 central issues of higher education today.

	FULL SUPPORT		PARTIAL SUPPORT		NO SUPPORT	
Issues	*No.*	*Percent*	*No.*	*Percent*	*No.*	*Percent*
1. Federal Support for Research	536	77.12	109	15.68	7	1.01
2. Federal Support for Construction	566	81.44	68	9.78	13	9.78
3. Academic Freedom	483	69.50	143	20.58	16	2.30
4. Democratically Elected Student Government	583	83.88	40	5.76	12	1.73
5. Freedom of Students to Regulate Student Campus Affairs	272	39.14	315	45.32	54	7.77
6. Freedom to Invite Advocates of Controversial Ideas	193	27.77	188	27.05	247	35.54
7. Freedom of Militant Groups to Organize on Campus	86	12.37	156	22.45	389	55.97
8. Draft Deferment	340	48.92	178	25.61	109	15.68
9. Ex-officio Board Representation—Students	230	33.09	179	25.76	215	30.44
10. Ex-officio Board Representation—Faculty	289	41.58	182	26.19	156	22.45

The attitudes of trustees reflect strong support for federal aid and for academic freedom and campus democracy, when the last two are broadly defined. They appear to discern little connection between campus freedom and democracy and particular issues of academic freedom. Their support of academic freedom does not extend to allowing on campus advocates of controversial ideas or to letting militant groups, such as Black Power advocates, organize on campus. And they do not support membership of faculty and students on the boards of trustees.

Selection and Orientation

1. Aside from the stipulated mandates of charters and by-laws, the selection of board members is the result of happenstance and stop-gap methodologies rather than carefully planned formats or strategies.

2. Only one institution has a systematic program for the orientation of new board members to the needs and problems of the institution and to the rights, duties, and obligations of trusteeship.

3. Few colleges satisfactorily remove trustees once their usefulness as board members has ended. Term appointments are usually automatically remade. "Emeritus" or "honorary" categories of board membership are seldom utilized.

Communications

1. In most of the colleges, decisions of the boards are not communicated effectively to the faculties. One reason for this is the ill-defined role of second-line administrative staff in these institutions. This is particularly a problem in the smaller colleges which are operated from the president's office. In these schools the deans exercise few, if any, prerogatives, and departmental chairmen are expected to make the faculty "toe the line." This unsatisfactory pattern of communication and authority below the president is a pervasive problem.

2. Boards have not taken seriously the necessity for involving faculty and students in decision-making, either through discussion or actual participation.

3. Informal coffee hours, attended by faculty, administration, and, in a few cases, students, are the typical links between faculty and students and board personnel. Frequently, during the annual meetings of the boards, selected administrators, faculty, and students are invited for lunch or dinner with board members. In several institutions, students and faculty act as hosts on these occasions. In a few institutions, students and faculty are called into the deliberations of standing committees on an ad hoc basis. Presidents and board chairmen indicated the need for creating more interchanges and linkages among administrative staff, faculty, student body, and trustees.

Control

1. The tighter the church control, the greater is the percentage of clergy on a board; conversely, the more autonomous an institution, the more pluralistic is its board composition.

2. The church boards that control several colleges usually do so by contributing only a small percentage of the colleges' current budgets. But, through ownership of college property, veto power over the budgets, and designation of key trustees, they exercise powers far greater than their ever-shrinking share in the overall percentage of operating costs.

3. The bishop or titular head of a conference, presbytery, synod, diocese, or district exerts unusual influence upon an institution and its board if he is both the chief fund raiser and the chancellor of the college, as well as the chairman of the board. If he also has appointive powers over the clergymen who are on the board, not merely to the board but to their pastorates as well, he has unlimited control.

4. Some of the board chairmen, after years of service, or after having made large financial contributions, have assumed powers not shared by other members. A few have attempted to become involved in administrative functions of the college. More often this has been true of presiding bishops, who have been factors in the frequency of turn-over in the office of president in some institutions. Board members are reluctant to serve or to function properly if their role is pre-empted by an overzealous chairman.

5. The origins of some institutions and their relationships with the descendants or friends of founders tend to make them absentee controlled. In these cases, with few exceptions, control and funding are largely remote from the locus of operation.

Meetings and Committees

1. The boards generally meet on the campuses twice a year, once in the fall or winter and once in the spring. Some boards have one meeting on the campus and the other in New York City. In two cases, board members receive honoraria for attending meetings. However, in most cases institutions provide only the actual costs of travel and hospitality incidental to the meetings of boards and committees.

2. Often, board meetings are so poorly attended or of such short duration that only perfunctory approval of administrative recommendations is possible.

3. The numbers of board committees at the various institutions range from one to 13. These committees include, among others, the following: budget and finance, buildings and grounds, alumni, personnel, development, nominations, health, audit, scholarship, honorary degrees, instruction, and public relations.

4. By the mandates of charters and by-laws and in the conduct of the business of the boards, the executive committees are the most important committees. They act upon most matters which affect the institutions between meetings of the boards and, because of their small size, meet more frequently. In most cases, the boards delegate interim power to the executive committees and confirm these actions at their next regular meetings.

5. In some cases, the executive committees act upon matters of budget and finance. However, in most institutions, the committee structures are separated, and a committee on budget and finance is charged with the responsibility of caring for the investment portfolio of the institution, reporting directly to the board.

CHAPTER II
A Profile of Governance Function

The board of trustees is the mirror of its institution, reflecting the values, goals, and quality of the college. It is also much more than that. The board of trustees is the entity which shapes an institution in all its aspects and determines its future. In evaluating the role-functions of boards and their members, then, we look into the realities of higher education itself.

In the first chapter we analyzed and evaluated the structures of the boards of the 50 institutions studied. In this chapter we move on to an examination of the roles and functions of the boards. Our evaluations of the boards in terms of performance are made in the light of what we see to be the normative functions of a board of trustees. These are:

1. Selecting the president
2. Setting institutional goals and objectives
3. Establishing basic policy
   (a) Ensuring that all practices and procedures of the institutions are within established mandates, policies, and legal responsibilities
   (b) Keeping in touch with overall issues, policies, and national trends in higher education
4. Managing fiscal affairs
   (a) Approving annual operating and capital budgets
   (b) Raising the funds necessary to achieve goals and expectations
   (c) Holding title to assets and managing the endowment portfolio
   (d) Assuring that all financial operations are within the boundaries of approved policy and academic and administrative objectives, and seeing that projections match realistic expectations
5. Evaluating and improving the quality of instruction and management
6. Evaluating trustee performance, electing new members, and appointing necessary committees
7. Interpreting and relating the institution to its various publics

Before giving a delineation of how the institutions we investigated measure up to the norms just stated, we have three general observations:

1. As previously noted in relation to board structure, the perceptions and performances of the board members of the institutions we studied are characteristic of institutions across the nation.
2. Race, age, and sex are not significant variables in determining the role-functions of trustees; wealth, educational background, and personal commitment are the salient factors in shaping their perspectives and performances.
3. Extrapolating from the sample, it can be assumed that lack of clear perceptions of role-functions and obligations are almost universally characteristic of the members of the 50 boards.

Selecting the President

1. The trustees are not generally aware that their single most important function is that of selecting a president. When they state their primary functions, the selection of a president has fourth priority. The first three, in rank order, are budget, policy, and institutional development.
2. Few of the colleges have consciously trained a possible successor to the president or chosen new presidents early enough to prevent faculty and alumni from forming factions supporting different prospects. In only one institution of the 50 was an early decision made.
3. During recent campus crises at some of the institutions, either faculty or student disapproval was crucial in the designation of the new presidents.
4. Very few of the colleges are able to attract seasoned presidents and many of them would prefer *not* to select the president from among those already serving in that capacity.
5. Most executives, once chosen, reshape the boards of trustees by their effective relationship with the chairman and pivotal committees.
6. On the positive side, in many institutions, students and faculty are involved in characterizing the sought-after administrator and, in quite a few of them, their representatives actively work with the search committee of the board of trustees.

Setting Institutional Goals and Objectives

1. There is minimal communication among boards, faculty, and students in the determination of educational goals and objectives. In this sense, the institutions are not operationally communities of scholars who are in dialogue with each other, defining objectives and engaging in their implementation.
2. Many of the institutions have gone through the periodic 10-year review for reaccreditation, which requires board participation. The difficulty we observed was that after intensive studies to meet the standards for re-

accreditation and after approval by the accrediting agency, the faculty and student concerns which were unearthed are filed away without any mechanism being developed to provide indicated remedial procedures.

Establishing Basic Policy

1. Only about one-half of the trustees who responded to the questionnaire affirmed the establishing of basic policy as a central responsibility.
2. Because they are not knowledgeable about many aspects of educational policy, or acquainted in depth with the needs and thrusts of the institutions, board members are often peripheral to basic policy decisions. They most often merely respond to and adopt the recommendations of the president.
3. With only one exception, the institutions we studied are not related to the Association of Governing Boards; none is related to the National Alumni Council or similar organizations. The reading of board members seldom includes the scholarly Negro journals or the professional journals published by higher education agencies. The presidents indicated that in an attempt to overcome this intelligence gap, they send reports, papers, and books regarding issues of higher education to board members. Several of the presidents suggested that they would like to provide such reading materials, but that financial restrictions make it prohibitive.

Managing Fiscal Affairs

1. Most trustees regard finances and investments to be their primary responsibilities as board members.
2. Trustees are conservative in investment policy, their primary concern being maximum interest income. Few boards have invested in growth potential stocks, though they readily accept guaranteed growth through discounted bond purchases. Many boards have treated all growth in restricted funds as part of the original corpus, and have thereby not used some growth to even off annual yield and produce balance in their portfolios.
3. Though conservative in fiscal policy, boards seldom refuse any requests made by the administration for current expenditures.
4. Poor trustee management and planning are revealed in large deficits in repairs and building maintenance. The boards strain to build new facilities but have insufficient operating budgets, no endowments for plant maintenance, and no sinking funds to offset plant depreciation.
5. Trustees in public colleges have developed greater concern and expertise in financial management than those in private institutions. State legislatures insist upon stated procedures and policies regarding finances. In sharp contrast, many church-related colleges have boards which are accustomed to the general church board taking final responsibility for budgets and investments. These boards develop little capability in raising money or in investment policy.

6. Only one board has taboos on federal loans or grants. Members of this board hold strong theological positions on the church-state separation issue.

7. Trustees are too timid about refusing matching grants for facilities when they do not have matching funds available. Frequently boards move into uneconomic expansion when it would be wiser to refuse the matching grants.

8. Few trustees question the costs involved in expanding enrollment. They readily see the income represented by additional tuition and fees, but do not realize that increased funds are needed to subsidize the additional costs of increased enrollment.

9. All the institutions have periodic audits, but not all auditing firms are well acquainted with educational enterprises. Finance and/or auditing committees do not always scrutinize audits carefully. One institution jeopardized its accreditation by having its auditors charge stadium repairs to an athletic deficit, when it might have been charged as plant maintenance. In another institution, a surplus of $70,000 was shown over a two-year period, when actually there was a $35,000 deficit for each of the two years. The discrepancy was discovered only after the auditing firm went into bankruptcy.

10. Few institutions have established cost accounting systems, and few boards can make decisions with a clear knowledge of all the factors involved in cost implementation.

11. Some boards do not plan amortization. This threatens the accreditation and the viability of the institution. In these institutions, deficits are charged against endowment corpus or more often mortgaged against future income.

12. The fiscal policies of some institutions are based upon the expectation that subsidies for academic programs will come from auxiliary enterprises. This is a dubious practice. Most institutions cost out auxiliary services at a break-even level.

13. If trustees viewed their positions as ones of public trust, they would not take advantage of their positions to profit at the expense of the colleges or use their influence to assist their friends. This presently occurs in awarding contracts, choosing architects, assigning construction, and making long term bank deposits.

14. Boards heavily laden with alumni see large expenditures for athletics as justified, while other areas of the budgets suffer. In some cases, athletic scholarships exceed the investment that a college makes in educational grants.

Evaluating Trustees, Electing Members, Appointing Committees

1. Only one board has a systematic and continuous self-evaluation process. Most of the boards have been only peripherally involved in institutional self-studies.

2. Several boards of the church-related institutions have recently begun to elect trustees outside denominational domains. However, the restrictive mandates of charters and by-laws make some of the new board constituencies extra-legal. Many board members do not sense the legal difficulties involved.

3. The boards are not responding imaginatively to the clamor by campus militants for greater black representation on boards. Few board members are willing to concede that better balance is desirable and that role-models are provided students when they have evidence of equitable participation of Negroes in the governance of institutions.

4. There is more discussion within the boards about student participation in governance than about faculty, administration, and alumni involvement. Alumni representation tends to be *pro forma.*

5. Board committees are not effectively utilized in consultation and communication with faculty, administration, students, and community power structures.

Evaluating and Improving Quality of Instruction and Management

1. Among the colleges we visited, only one institution had thoroughly engaged the board and faculty in joint studies on curriculum philosophy and objectives. This institution had two, two-day meetings devoted exclusively to educational goals and procedures—one at a retreat in Chicago and the other on campus. At both meetings, faculty and consultants met with trustees to brief them on recommendations and to assist them in decision-making. Another institution had a responsive and active trustee committee which undertook to evaluate teaching procedures and impact.

2. The recommendations of board members regarding curriculum and/or faculty matters should be made through regular channels and procedures, giving faculty an opportunity to concur or disagree. In several instances, board members have taken it upon themselves to "spring" recommendations on these matters without any prior consultation with faculty, board committees, or the president.

3. Boards are not engaged in discussion of basic issues of higher education and are not generating bold or creative innovations in curriculum, administration, or management. Some board members feel that by assigning responsibility for curriculum, teaching, and grading to the faculty, they have fulfilled their role in these matters.

4. Board members who are educational specialists are not utilized in helping the faculties develop their expertise or adopt innovative approaches in their teaching.

Interpreting and Relating Institutions to Their Publics

1. The boards have not responded to new demands from the various publics of the colleges or devised new patterns of interaction. The boards still

tend to ignore the local communities, and to look upon faculty and students condescendingly.

2. The role of creating a good climate for community-campus relations has not been grasped by the boards. Board members do not see themselves as bridges between the various components of the campus-community structure.

3. The almost complete lack of contact between local communities and trustees indicates that neither trustees nor administrators view this level of public relations as crucial to the survival of the institution. Thus, the "town-gown" antinomy continues, and the institutions continue to be viewed as islands. Major disruptions have occurred in two cases where boards attempted to acquire land for campus expansion.

CHAPTER III
Conclusions and Recommendations

In the first two chapters we have delineated the structures of the 50 boards, their roles and functions, and our assessment of board performance. Some of the computerized data which were used as bases for these impressions are reported in Appendices B and C.

In this chapter we shall state some conclusions, followed in each case by a recommendation proposed as a strategy of remediation.

CONCLUSION.

The colleges have not created mechanisms for making trustees knowledgeable of their basic privileges, rights, duties, and obligations; trustees generally do not understand the procedures involved in carrying out their roles.

RECOMMENDATION.

New board members should participate in examining the affairs of the colleges in two or three meetings when they first assume membership. Also, special orientation seminars should be provided. Workshops, seminars, and faculty-student-trustee conferences could be used to induct new members, to orient them to their appropriate roles, duties, and commitments, and to acquaint them with the proper procedures for instituting changes. Each board should include in the agenda of at least one meeting a year examination and discussion of the crucial aspects of institutional governance. Staff people could provide orientation in areas of their specific duties and problems.

Institutions should encourage the participation of trustees in regional and national conferences on governance. Conferences on issues and problems of college governance should be planned by each institution, the agendas of which might include the following: (1) structure and responsibilities of boards; (2) criteria and format for selection of members; (3) committee functions and assignments; (4) new approaches to college and university financing; (5) issues such as student unrest, student-faculty polarization, innovation in curriculum, and inter-institutional cooperation; (6) the anticipation and exploration of crises before they occur.

CONCLUSION.

Trustees do not always give priority to their responsibilities as board members because of conflicting commitments.

RECOMMENDATION.

Trustees should examine their commitments to the colleges and other eleemosynary institutions they serve, and sever relationships with those for which the priorities are low. Boards should assess priorities and commitments of prospective trustees before elections.

CONCLUSION.

The charters and by-laws which stipulate qualifications, methods of election, and responsibilities of board members are often out of touch with the demands of the present. For this reason, they are sometime ignored. In several cases board constituencies are extra-legal, since memberships are larger than the mandates permit.

RECOMMENDATION.

Charters and by-laws should be examined critically in the light of developments since the institutions were founded. Where legal problems are involved, the proper committee should be assigned to look into the matter and report recommendations to the board. Where board membership exceeds stipulated mandates, action should be taken to assure the legality of the board. Changes in the structure of the charters and by-laws should have a built-in provision for future institutional requirements.

CONCLUSION.

In most institutions, the official relationship of the president of the institution to the board is ill-defined. In only seven institutions studied is this relationship clearly delineated; in most institutions it is "assumed."

RECOMMENDATION.

The relationship of the president to the board of trustees should be clearly defined; his role as chief administrator of the institution requires that this relationship be specific and direct. Operationally, he is an ex-officio member of the board with the rights and privileges of any full member.

It is unwise for the immediate past president of an institution to serve as a board member. His presence can militate against change and can produce pockets of resistance to constructive administrative proposals.

CONCLUSION.

In the selection of board chairman, care has not been taken to reduce the possibilities of conflict and confusion.

RECOMMENDATION.

A resident bishop should not be automatically chairman of a board when he is simultaneously responsible for assigning some members of the board to their churches and/or positions in an ecclesiastical hierarchy. Also, the

office of a resident bishop should not be located on the campus because of the built-in threat to the presence and position of the president, and the confusion and problems which may result.

CONCLUSION.

Length of service and mechanisms for retirement are not established. When a term is completed, a member is sometimes kept on the board merely because he wants to serve; his contribution and usefulness are not carefully scrutinized.

RECOMMENDATION.

Although the by-laws of most boards make provisions for inactive trustees, only a few deal with ineffective trustees or specify rules for retirement. Two institutions stipulate that no trustees may serve after seventy years of age, and one institution has the provision that trustees must "rotate off" the board after serving two full terms.

Problems regarding retirement would be solved in many cases if categories of membership were used: "life," "associate," "term," "regular," "ex-officio," and the like. "Emeritus," "associate," and "honorary" categories may solve the problem of "retiring" ineffective members.

There is no reason why competent trustees who come to retirement age cannot be asked to serve in advisory and ancillary capacities. In some cases, emeriti trustees may serve important and ad hoc functions, meeting at the same time the board meets. They could hear the report of the president, then separate and contrive their own contributions to the institutions. These meetings, however, should not be at institutional expense.

CONCLUSION.

Boards of trustees need to become more concerned with long-range planning and development and to realize that these areas are now so crucial to the survival of small colleges and universities that the services of professionals are required.

RECOMMENDATION.

An office of development and/or alumni affairs should be created in each of these institutions and staffed with personnel skilled in fund-raising, construction planning, and long-range academic planning. Boards can then act as agents of concern and creativity in these areas.

CONCLUSION.

Fiscal matters in higher education are now so intricate that trustees need frequent and thorough briefing by experts in college financing. In order to make the Negro colleges more viable, it may be necessary to bring in educational and financial consultants.

RECOMMENDATION.

Colleges can usually provide financial consultation for the boards within the provisions of their charters. It is also good to have financial consultants on a board. But in cases where the charters are restrictive, consultants may sit in with boards or a category such as "associate member" may be established.

CONCLUSION.

Most boards do not take seriously their responsibility for developing positive and creative relationships with the local power structures so that their institutions can become more integral parts of the communities in which they are located.

RECOMMENDATION.

In choosing new trustees, a board ought to know a good deal about the relationship of the prospective members to the community, particularly when they are residents of the cities or states where the institutions are located. However, local representation per se is not as important as selecting persons whose sensitivities, positions, and abilities make them effective agents on behalf of the college, whether in the local community or elsewhere.

CONCLUSION.

Many boards have not engaged in vigorous self-analysis.

RECOMMENDATION.

A careful self-study of governance structure can be of significant value for an institution. From such evaluations, stronger and more effective boards emerge. Many of the institutions investigated have been stimulated by accreditation self-studies to evaluate their governance structures. At one institution there are now 16 new board members out of 24, and at another eight new board members have been elected.

One college, formerly only assisted by the state, is changing to a new status whereby the state will give greater support and will name 14 of its board members.

CONCLUSION.

The compositions of the boards tend to be the result of happenstance methods.

RECOMMENDATION.

Carefully planned formats and methods are essential in assuring the effectiveness and balance of boards. Attention should be given to determining the talents, perceptions, and resources which a member would bring to a

board; to sex and geographical distribution of membership; and to involving people of influence from the local environment.

CONCLUSION.

The boards of church-related colleges and universities tend to be composed predominantly of clergy and laymen of the supporting denominations.

RECOMMENDATION.

Ability, rather than denominational affiliation, should be the criterion for board selection. Though the two are not mutually exclusive, they appear to be in some institutions. Bankers, architects, lawyers, educational consultants, engineers, industrialists, and so on, should be present in greater numbers on the boards.

CONCLUSION.

Trustees in the institutions investigated have conservative attitudes about education and strong tendencies to maintain the status quo. Consequently, they are ill-prepared to deal with campus crises.

RECOMMENDATION.

Boards of trustees should be so familiar with the internal forces and intricacies of their institutions that they can anticipate polarization and crises before they occur and create climates which minimize the likelihood of irrational outbursts. Every board should give careful examination to the issues which strain relationships between faculty, students, and administrators.

CONCLUSION.

Governing boards do not generate creative and innovative programs or patterns of action.

RECOMMENDATION.

Instead of waiting to implement or facilitate the recommendations of the president, a board of trustees should assume the responsibility for learning about the contemporary thrusts of higher education and the central educational issues being debated. The survival of the predominantly Negro colleges depends on their bold movement toward new concepts, approaches, and methodologies. Boards should seek members with knowledge and experience in educational innovation.

CONCLUSION.

The ages of many trustees put them out of touch with the current student ideas and mood. At present there are no trustees under thirty, and few between thirty and forty.

RECOMMENDATION.

Fewer trustees should serve after sixty years of age and more before forty, in order to make the colleges more relevant to the contemporary student generation. Nominating committees should contrive more youthful boards, by replacing older members with recent graduates and young businessmen and professionals.

CONCLUSION.

Alumni involvement on most of the boards tends to be minimal and perfunctory.

RECOMMENDATION.

Typically, the president of a national alumni association is an ex-officio member of the board. In many cases he is too far away geographically to have more than peripheral contact. Rather than maintain such *pro forma* representation, it would be wiser to elect alumni on the basis of availability and effectiveness. These trustees should report to alumni and be reelected on the basis of their ability to provide effective liaison between board and alumni. An alumnus elected as a representative of the alumni association should not be elected to a new board term if he ceases to be active in the association.

CONCLUSION.

The boards tend to be oblivious to the established criteria of the A.A.U.P. and the regional accrediting agencies, and to have no knowledge of, or contact with, the Association of Governing Boards and the College Alumni Council.

RECOMMENDATION.

Affiliation with and/or membership in the College Alumni Council and the Association of Governing Boards should be explored by each board institution. And each board member should be aware of the parameters and criteria of board responsibility as set by regional accrediting agencies and the A.A.U.P.

CONCLUSION.

On the whole, trustees are extremely cautious about the inclusion of students and faculty on governing boards.

RECOMMENDATION.

In the trend nationally toward board heterogeneity, there is a clear pattern of more meaningful participation in governance by faculty and students. The growing consensus is that through more direct participation of these groups boards of trustees will become attuned to the academic ethos and the aspirations of students, thus easing strained relations between them.

The *demands* for participation in governance from faculty and students will be assuaged only by more participation.

CONCLUSION.

There is little significant interchange among board personnel and faculty and students; more effective means are urgently needed to improve communications.

RECOMMENDATION.

The linkage patterns employed in most institutions are usually too brief and stilted to provide effective communication among faculty, students and trustees. Deliberations should be planned between board committees and appropriate student-faculty counterparts. Where parallel committee structures exist, meaningful interchange may be ordered and frequent.

Where boards have at least half of their meetings on campus, opportunities can be arranged for trustees to become acquainted informally with faculty, students, and curriculum. Some of the newer presidents are involving board personnel in informal visitation and in confronting educational issues for the first time in the history of their institutions.

A higher percentage of educators on the boards will be necessary if linkages to faculty and administration are to be constant and vital.

CONCLUSION.

Only a negligible number of board members read education publications and keep abreast of the problems and opportunities facing black colleges specifically and American higher education in general.

RECOMMENDATION.

Commitment of board members should involve regularized reading, not only of minutes and proposals, but also of journals, papers, and studies of higher education.

Each institution should subscribe to the "15 Minute Report for College and University Trustees" of the Editorial Projects for Education. Publications on fund-raising and governance should be in the libraries, and pertinent data should be reproduced and called to the attention of board members. Studies, projects, and papers concerning higher education should be made available to members; presidents might suggest such reading materials in their communications.

APPENDIX A

THE SOUTHERN FELLOWSHIPS FUND
795 Peachtree Street, N.E., Suite 484
Atlanta, Georgia 30308

NOTE: The date provided below will be used in strict confidence by the Southern Fellowships Fund in a study of the governance patterns of forty-nine predominantly Negro colleges and universities. The study is being made at the request of and with the support of the Ford Foundation. The use of this information will not include the identity of persons or institutions. Your cooperation is greatly appreciated.

(1) NAME_____ (2) RACE_____ (3) AGE_____

(4) MAILING ADDRESS_____

(5) OCCUPATION_____

(6) GRADUATE OF_____ (6a) DEGREE_____ (7) YEAR_____

_____ _____ _____

(8) YEAR ELECTED TO BOARD OF TRUSTEES_____

(9) NUMBER OF TIMES RE-ELECTED_____

(10) LENGTH OF SERVICE ON THE BOARD_____ (Years)

(11) OTHER EDUCATIONAL INSTITUTIONS ON WHOSE BOARDS YOU PRESENTLY SERVE (Negro)

_____ _____ _____

(12) OTHER EDUCATIONAL INSTITUTIONS ON WHOSE BOARDS YOU PRESENTLY SERVE (Non-Negro)

_____ _____ _____

(13) CATEGORY OF BOARD MEMBERSHIP:

1. ☐ Ex officio
2. ☐ At-large
3. ☐ Alumni
4. ☐ Religious Organization
5. ☐ Conference, Convention, Diocese, District, Presbytery, etc.
6. ☐ General Church Board of Higher Education or Missions
7. ☐ Other: (Specify)_____

(14) YOUR ATTENDANCE AT BOARD MEETINGS IS:

(1) ☐ Always (2) ☐ Frequently (3) ☐ Sometimes (4) ☐ Seldom (5) ☐

(15) YOUR PERSONAL ANNUAL DOLLAR CONTRIBUTION TO THIS COLLEGE IS $_____

(16) THE DOLLAR CONTRIBUTION MADE TO THE COLLEGE THROUGH YOUR EFFORT LAST YEAR WAS $_____

(17) THIS YEAR IT WILL BE APPROXIMATELY $_____

(18) STATE BRIEFLY WHAT YOU SEE AS THE MAIN RESPONSIBILITIES OF THE BOARD. (Use other side if necessary.)

(19) STATE BRIEFLY WHAT YOU SEE AS YOUR OWN RESPONSIBILITIES ON THE BOARD. (Use other side if necessary.)

(20) AS A MEMBER OF THE BOARD, YOU WOULD: (Please check one.)

Fully Support	Partially Support	Not Support	
☐	☐	☐	(1) Federal Grants and/or Subsidies for Research
☐	☐	☐	(2) Academic Freedom for all Students and Faculty
☐	☐	☐	(3) Ex officio Representation on the Board From the Student Body
☐	☐	☐	(4) Draft Deferment of all Undergraduates Regularly Enrolled
☐	☐	☐	(5) A Democratically Elected Student Government
☐	☐	☐	(6) Freedom of Students and Faculty to Invite to the Campus Advocates of Concepts Held by the Black Muslims, The American Nazi Party, or the Ku Klux Klan
☐	☐	☐	(7) Federal Loans or Subsidies for Dormitories or Classroom Buildings
☐	☐	☐	(8) Ex officio Representation on the Board From the Faculty
☐	☐	☐	(9) Freedom of Militant Groups (such as Black Power Advocates) to Organize on Campus
☐	☐	☐	(10) Freedom for Students to Regulate Their Own Affairs - Campus Newspaper, Discipline for Minor Offenses, Rules and Regulations for Organizations and Campus Activities

APPENDIX B
Statistical Summary: Board Structure

Race

The aggregate membership of all 50 boards is 1,255, with the following racial distribution and percentages:

Race	*Number*	*Percentage of Total Board Memberships*
Negro	730	58.00
White	525	42.00

Of the 1,255 trustees, 724, or 57.68 percent, responded to the questionnaires. Twenty-nine responses were not included in the computerized data.

Discussions of observations are based on the computerized data. The racial breakdown of the respondents is as follows:

TOTAL RESPONSES: 724			COMPUTERIZED RESPONSES: 695		
Race	*No.*	*Percent*	*Race*	*No.*	*Percent*
Negro	375	51.80	Negro	351	50.50
White	349	48.20	White	344	49.50

Fifteen church-related institutions have predominantly white boards with approximate ratios of six to one in one institution, four to one in two institutions, three to one in four institutions, and two to one in four institutions. In the remaining four of the 15, there are white majorities. Seventeen of the church-related boards have predominantly black memberships; six are completely black. Seven of the eight independent institutions have predominantly white memberships, with a mean ratio of two to one. Four institutions have equal or almost equal racial balance on their boards.

Sex

Males clearly dominate the membership on the boards. The distribution on the sex variable is as follows:

Sex	*Number*	*Percentage of Total Board Memberships*
Male	1,113	89.00
Female	142	11.00

Age

Trustees of the Negro, private, senior institutions are members of the mature generation. There is no board member under thirty, almost no representation from the ranks of the 10-year graduates, and little representation from the 20-year classes.

Of the 676 trustees responding, 538, or approximately 80 percent, are over fifty; 343, or nearly 50 percent, are sixty or over. The swell is between the fifty-to-seventy range, with 439 trustees, approximately 65 percent, in this category.

Education

The following chart gives the educational breakdown of respondents:

Highest Academic Degree	*Number*	*Percent*
No Bachelor's	111	15.97
Bachelor's	163	23.45
Professional Bachelor's (law or theology)	159	22.88
Master's	118	16.98
Earned Doctorate (including dentistry and medicine)	139	20.00
Honorary Doctorate	5	9.72

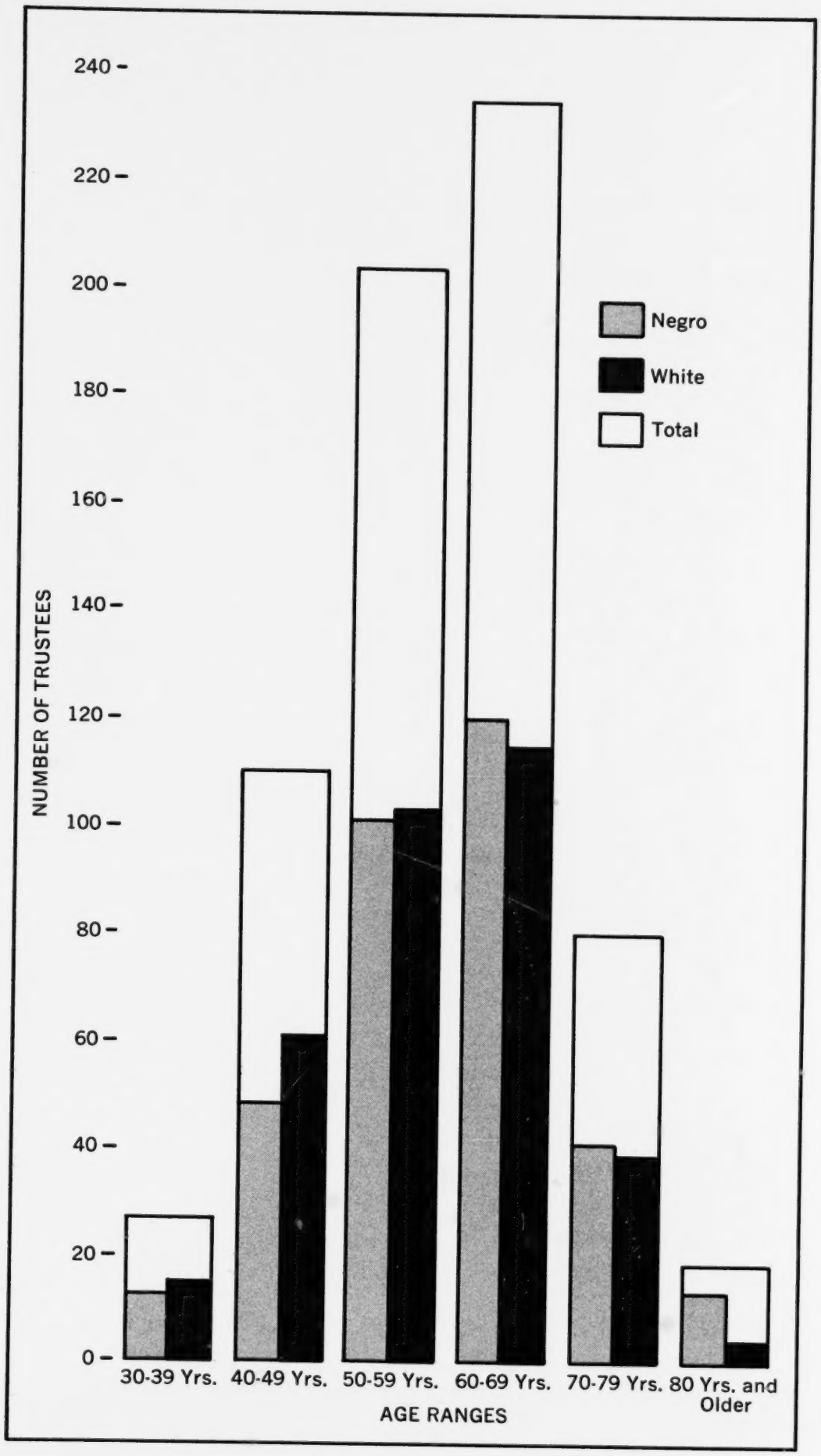
Extrapolating from the study sample, there is a diversity of educational background among board members of the 50 institutions. Nearly 16 percent have no earned degrees, and there is a fairly even distribution among those holding bachelor's, professional, master's, and doctor's degrees.

Categories of Board Membership

Following is a breakdown of the categories of board membership indicated by respondents:

Category	*Number*	*Percent*
Ex-officio	45	6.47
At Large	337	48.49
Alumni	33	4.75
Conference, Diocese, Presbytery, etc.	238	34.24
General Church Board	36	5.18
Other	6	0.86

Many of the respondents who checked the "at large" category are actually elected as representatives of denominations, and some checked the "Conference, Diocese" category as well. When this is taken into account, and when the denominational and general church board categories are


240
220
200
180
160
140
120
100
80
60
40
20
0
NUMBER OF TRUSTEES
Negro
White
Total
30-39 Yrs.
40-49 Yrs.
50-59 Yrs.
60-69 Yrs.
70-79 Yrs.
80 Yrs. and Older
AGE RANGES

combined, the total representation of respondents from church bodies is approximately 60 percent.

The small alumni representation is indicative of the *pro forma* character of this category of membership.

Financial Support and Influence

With most of the 50 institutions, the goal of attracting affluent trustees or those capable of influencing the wealthy is a goal rather than an accomplishment. Most of the respondents give less than $100 annually to their institutions, with many making contributions of $50 or less annually. Ninety-four percent of the respondents give $1,000 or less annually. Below is the chart of the annual personal contributions of respondents during the 1967-68 academic year.

Personal Annual Contribution	*Number*	*Percent*
$200 or Less	481	69.21
$200— $500	131	18.85
$500— $1,000	42	6.04
$1,000— $10,000	34	4.89
$10,000— $30,000	5	0.72
$30,000— $50,000	1	0.14
$50,000—$100,000	0	0.00
More Than $100,000	0	0.00

There is much more even distribution in the area of influencing contributions as indicated by the following chart for the 1967-68 academic year.

Influenced Contribution	*Number*	*Percent*
$200 or Less	409	58.85
$200— $500	85	12.23
$500— $1,000	52	7.49
$1,000— $10,000	93	13.38
$10,000— $30,000	24	3.45
$30,000— $50,000	6	0.86
$50,000—$100,000	11	1.58
$100,000—$500,000	14	2.01
$500,000—$999,000	0	0.00
One Million or More	1	0.14

Almost 79 percent of the respondents influence $1,000 or less. The 31 who influence between $30,000 and $500,000 are wealthy industrialists and philanthropists, and denominational higher education executives.

APPENDIX C
Statistical Summary: Role-Function

In the questionnaires, we asked board members to describe what they understood to be their responsibilities as board members and as individual trustees. We provided no scales or multiple choice schemes. The responses, therefore, reflect their own definitions and evaluations, without prompting.

Board Responsibilities

Seven of the 12 most frequently enunciated board responsibilities are shown below. The first two columns after the description of the board responsibility indicate the number and percentage of affirmative responses of those who reacted to that particular item; the last two columns contain the numbers and percentages of the nonaffirmative responses.

	AFFIRMATIVE RESPONSES		NON-AFFIRMATIVE RESPONSES	
Board Responsibilities	*Number*	*Percent*	*Number*	*Percent*
1. Select and Support the President...	168	24.17	527	75.83
2. Establish and Review Policy.....	340	48.92	355	51.08
3. Planning and Shaping Institutional Development.....	203	29.21	492	70.79
4. Provide Financial Resources.....	363	52.23	332	47.77
5. Provide Professional and Technical Assistance.....	65	9.35	630	90.65
6. Define and Embody Purposes and Goals.....	70	10.07	625	89.93
7. Develop High Academic Standards.....	113	16.26	582	85.74

On the basis of the above responses, it is difficult to escape the impression that the trustees of the institutions surveyed do not have clear-cut ideas on the basic rights, privileges, duties, and obligations of trusteeship. If it is assumed that the election of a president, the establishment of policy, and the provision of financial resources are the only major responsibilities of trustees, these responses reflect a lack of proper orientation.

The greatest lack of clarity in regard to board responsibility and the obligations of trusteeship was found in the smaller institutions. The more heterogeneous board memberships of the larger institutions tend to have

more concrete impressions of the roles endemic to trusteeships. In independent institutions, there was clearer discernment and articulation of the basic functions and responsibilities of college trusteeship.

Personal Responsibilities

Eight of the personal responsibilities of board members most frequently listed by respondents are shown below.

	AFFIRMATIVE RESPONSES		NON-AFFIRMATIVE RESPONSES	
Personal Responsibilities	*Number*	*Percent*	*Number*	*Percent*
1. Attend Meetings	94	13.53	601	86.47
2. Propose Ideas; Exercise Critical Judgments	201	28.92	494	71.08
3. Explore and Encourage Foundation and Other Financial Support	301	43.31	394	56.69
4. Public Relations	199	28.63	495	71.22
5. Use My Special Competencies	172	24.75	523	75.25
6. Advise, Assist, and Encourage the President	165	23.74	530	76.26
7. Serve on Committees	149	21.44	546	78.56
8. Keep Abreast of Developments in Higher Education	115	16.55	580	83.46

There are relatively low percentages of affirmative responses to some of the responsibilities and personal commitments essential to the office of trustee. Less than 14 percent of the respondents indicated attendance at board meetings as being important, and only 29 percent indicated responsibility for advising or assisting the president.

Forty-three percent, or less than half, of the respondents affirmed responsibility for encouraging support from foundations. Since sound financial undergirding is crucial to the future of these institutions, it is striking that no higher percentage of board members assert specific responsibility in this area.

Only nine persons out of 695 registered the impression that membership on a board requires sensitivity to and responsibility for relating the college curriculum and ethos to the needs of students and the community. And only nine indicated responsibility for helping the college integrate the student body or faculty racially.

Since 42 of the 50 institutions studied, or 80 percent, are related to denominations, it was expected that most respondents would affirm commitment to supporting the religious development or Christian education of students. However, only 16, or less than 3 percent, felt responsible for sup-

porting the religious development of students or indicated that institutions have a responsibility for Christian education.

Thirty-two of the 695 respondents, or less than 5 percent, indicated involvement in the process of selecting the presidents of the institutions on whose boards they serve. At one time it would have appeared that this response was based on the stability of the presidencies of Negro colleges. Since, however, there has been a marked turnover in presidencies in the last five years, it more probably indicates a sense of frustration or removal from the process of selection.

A lack of grounding in educational issues and the problems of higher education is indicated in the response to number eight. Only 16.55 percent of respondents affirmed the need to keep abreast of current developments of higher education or to study the needs of the institutions on whose boards they serve. There was an equally minimal response, not shown above, on the importance of board concern for remedial and compensatory programs and curriculum innovation.

APPENDIX D
Profile of Institutions

In order to compare the styles of operation and conceptual frameworks of the boards of denominational and independent institutions, the investigators separated the 50 schools into categories. With the exception of the "Single Institutions" group, the categories were determined by the supporting and sustaining bodies of the institutions.

1. Single Institutions

The first category is composed of two types of institutions—those which have essentially regional support and those which are single institutions supported by a denomination. It includes the following: Arkansas Baptist, Jarvis Christian, Livingstone, Morris, Oakwood, Paine, Tougaloo, Virginia Seminary, and Xavier.

	Total Board Membership	*Board Percentage*	*Number of Respondents*	*Respondents' Percentage*	*Respondents' Percentage of Board Membership*
Negro.....	159	69.13	53	52.48	23.04
White.....	71	30.87	48	47.52	20.86
	230		101		43.90

These institutions are extremely diverse in board composition and there is little basis for comparisons among them. The category resulted from methodological expediency.

Although all the institutions in this category have primary relationships to a religious order, only two respondents affirmed concern and support for the religious development of students. And only two indicated board responsibility for, or involvement in, the selection of presidents.

The vast majority of respondents in the category do not support ex-officio representation to the boards from students or faculty. About half support academic freedom, but 73 percent oppose extending this freedom to inviting advocates of controversial positions to the campus. Three-fourths are opposed to allowing militant groups to organize on campus. The respondents give overwhelming endorsement to federal grants and loans.

2. A. M. E. Institutions

Included in the second category are the institutions supported by the African Methodist Episcopal Church: Allen, Daniel Payne, Edward Waters, Morris Brown, Paul Quinn, and Wilberforce.

	Total Board Membership	*Board Percentage*	*Number of Respondents*	*Respondents' Percentage*	*Respondents' Percentage of Board Membership*
Negro.....	147	91.87	86	90.54	53.75
White.....	14	8.13	9	9.46	5.62
	160		95		59.37

There is no member of any of these five boards under thirty years of age, and only four members are under forty. Approximately 82 percent are between the ages of fifty and seventy.

Respondents in this category overwhelmingly approve academic freedom but oppose the organization of militant groups on campus. Approximately 60 percent do not support the freedom of students and/or faculty to invite to the campus advocates of controversial points of view. They neither affirm nor oppose ex-officio representation to the boards from students and faculty. They are not significantly involved in fund raising or academic programs.

3. Baptist Institutions

The following colleges were established by and/or draw their support from the American Baptist Convention: Benedict, Bishop, Florida Memorial, Shaw, and Virginia Union.

	Total Board Membership	*Board Percentage*	*Number of Respondents*	*Respondents' Percentage*	*Respondents' Percentage of Board Membership*
Negro.....	82	60.27	58	59.18	42.65
White.....	54	39.73	40	40.82	29.41
	136		98		72.06

The constituencies of these boards possess better than average perceptions of general and personal board responsibilities. Approximately one-fourth define primary board responsibilities in terms of selecting and supporting the president and of planning and shaping the growth and development of the institutions; 56.12 percent affirm board responsibilities in establishing and reviewing policies. The same percentage see fiscal responsibility as central. In terms of personal board responsibilities, 33.67 percent discern as important the function of giving support and advice to the

president, while one-fourth affirm responsibility for dealing with the climate of educational values.

4. C. M. E. Institutions

There are four institutions supported by the Christian Methodist Episcopal Church: Lane, Miles, Mississippi Industrial, and Texas College.

	Total Board Membership	*Board Percentage*	*Number of Respondents*	*Respondents' Percentage*	*Respondents' Percentage of Board Membership*
Negro.....	92	88.46	53	91.38	50.96
White.....	12	11.54	5	8.62	4.81
	104		58		55.77

More than 82 percent of the respondents in this category are between fifty and eighty years of age. Both personal and influenced financial contributions are minimal.

Approximately 10 percent of the respondents see the selection of the president as a primary board role; 25.86 percent see establishing and reviewing policy as a significant responsibility; 30 percent see a role for board members in the planning and shaping of the growth and development of the institution; and 26 percent affirm a responsibility for raising funds.

5. Episcopal Institutions

The colleges in the fifth category are the three institutions of the Protestant Episcopal Church: St. Augustine's, St. Paul's, and Voorhees.

	Total Board Membership	*Board Percentage*	*Number of Respondents*	*Respondents' Percentage*	*Respondents' Percentage of Board Membership*
Negro.....	27	33.75	7	16.28	8.75
White.....	53	66.25	36	83.72	45.00
	80		43		53.75

In this category, 67 percent of the respondents are between the ages of forty and sixty; nearly 19 percent are between sixty and seventy.

Approximately half of the respondents from the Episcopal colleges affirm primary board responsibility in the establishment, reviewing, and shaping of academic administration policies. Over 60 percent see primary responsibility in the area of fund raising, while 46.51 percent affirm board responsibility for advising the president, and 13.95 percent for providing professional and technical assistance to the president. Under personal responsibility, less than one-fourth include attendance at meetings and serving on

committees. Approximately 48 percent see responsibility for encouraging significant financial support. Only 9.30 percent of the respondents include participation in helping the institutions achieve academic excellence and not one indicates participation in the selection of a president.

Approximately three-fourths of the respondents fully support Federal subsidies and loans. They do not support ex-officio representation to the boards from students, albeit 55.81 percent fully support faculty representation, and 20.93 percent partially support such representation.

Academic freedom is supported by 67.44 percent, but 40 percent do not support inviting to the campus advocates of controversial positions. There is almost no support of militant groups organizing on campus. Over half of the respondents fully support the draft deferment of undergraduates; 95.35 percent fully support student responsibility for campus government; and 60.47 percent partially support student responsibility for parietal rules.

6. Independent Institutions

There are eight independent institutions: Atlanta University, Fisk, Hampton, Howard, Morehouse, Lincoln, Spelman, and Tuskegee.

	Total Board Membership	*Board Percentage*	*Number of Respondents*	*Respondents' Percentage*	*Respondents' Percentage of Board Membership*
Negro.....	73	36.45	38	35.19	19.00
White.....	127	63.55	70	64.81	35.00
	200		108		54.00

The boards of these institutions are occupationally more heterogeneous than in any other category. There are high percentages of representation from the professions, the academic community, business and industry, and public office; there are low percentages of religious representation. The preponderant category of membership is "at large" (83.33 percent); less than 3 percent of respondents represent religious organizations and approximately 7 percent are alumni representatives.

The respondents in this category overwhelmingly support Federal grants and loans, but reject ex-officio representation to the boards from the student body and faculty. By 80.56 percent they affirm academic freedom, but they are hesitant to extend this freedom to include the presence on campus of advocates of controversial points of view. One-fourth support the organization of militant groups on campus. Over 90 percent fully support student responsibility for campus government, and 55.56 percent fully support student responsibility for parietal rules.

Respondents from independent institutions possess mature perceptivity and discernment of responsibilities of board membership. They tend to be more liberal and better informed, and give greater financial support than

do trustees of the other institutions. There is a much larger percentage of people of wealth on these boards.

7. Presbyterian Institutions

The following institutions receive primary support from the Presbyterian Church: Barber-Scotia, Johnson C. Smith, Knoxville, and Stillman.

	Total Board Membership	*Board Percentage*	*Number of Respondents*	*Respondents' Percentage*	*Respondents' Percentage of Board Membership*
Negro.....	31	39.24	19	35.19	24.05
White.....	48	60.76	35	64.81	44.30
	79		54		68.35

Membership of these boards averages a few years older than the others; the majority of the respondents are between the ages of fifty and eighty.

Approximately 89 percent of the respondents in this category make annual dollar contributions of $500 or less; six respondents give more than $500 per year personally.

Federal aid is endorsed by 87.04 percent; 38.89 percent fully support representation to the boards from the student body. Although 44.44 percent fully support academic freedom for all students and faculty, only 38.89 percent approve inviting to the campus advocates of controversial positions, and 62.96 percent do not approve the organizing of militant groups on campus. Approximately 93 percent fully support student responsibility for campus government, but only 44.44 percent support student responsibility for regulations regarding campus demeanor.

8. United Church of Christ Institutions

The two institutions related to the United Church of Christ denomination are LeMoyne and Talladega. (At the time the study was being conducted, the LeMoyne-Owen merger was in process. The institution now bears the joint name, LeMoyne-Owen College.)

	Total Board Membership	*Board Percentage*	*Number of Respondents*	*Respondents' Percentage*	*Respondents' Percentage of Board Membership*
Negro.....	10	31.25	6	27.27	18.75
White.....	22	68.75	16	72.73	50.00
	32		22		68.75

Eighty-two percent of the respondents from the two boards are between the ages of fifty and eighty; 18 percent are fifty or below.

All of the respondents fully support Federal loans and/or subsidies for building construction, and 72.73 percent fully support Federal research grants. Over 40 percent fully support ex-officio representation to the boards from the student body and over 40 percent do not support such representation. Just over 25 percent support ex-officio faculty representation, 36.36 percent partially support it, and 36.36 percent do not support it.

More than 75 percent support academic freedom; 59.09 percent fully support inviting to campus advocates of controversial positions; and 63.63 percent either partially support or do not support the organizing of militant groups on campus. All the respondents fully support student responsibility for campus government; 54.55 percent give full support to student responsibility for campus rules and regulations, and 36.36 percent give partial support.

9. United Church of Christ-United Methodist Institutions

Included in this category are two merged institutions supported jointly by the United Church of Christ and the United Methodist Church: Dillard and Huston-Tillotson.

	Total Board Membership	*Board Percentage*	*Number of Respondents*	*Respondents' Percentage*	*Respondents' Percentage of Board Membership*
Negro.....	13	31.70	6	21.43	14.63
White.....	28	68.30	22	78.57	53.66
	41		28		68.29

The high percentage of white respondents is due to the racial imbalance of the two boards. Dillard has three Negro trustees and 12 whites; Huston-Tillotson has 10 Negro trustees and 16 whites. Most of the members of the boards are between the ages of fifty and eighty. Only three members, or a little over 11 percent, are between forty and fifty. None is under forty.

Over 70 percent support Federal grants for research and 85.71 percent Federal aid for construction. The majority of the members of the boards in this category either partially support or do not support representation to the boards from students and faculty.

Two-thirds support academic freedom, but are opposed to allowing advocates of controversial positions to appear on campus; 60.71 percent do not support militant groups organizing on campus. Over 85 percent fully support student responsibility for campus government, but the majority do not support student responsibility for total campus life, including the rules and regulations governing student behavior.

10. United Methodist Institutions

The final grouping consists of the senior colleges supported by the United Methodist Church: Bennett, Bethune-Cookman, Claflin, Clark, Philander Smith, Rust, and Wiley.

	Total Board Membership	*Board Percentage*	*Number of Respondents*	*Respondents' Percentage*	*Respondents' Percentage of Board Membership*
Negro.....	89	46.11	42	40.00	21.76
White.....	104	53.89	63	60.00	32.64
	193		105		54.40

Approximately 6 percent of the members of the boards in this category are between thirty and forty, although the concentration of board membership is between fifty and eighty. Nearly 70 percent of the respondents represent denominational structures.

Comparatively, the United Methodist responses reflect an informed, though cautious, perspective and orientation.

Summary

The significant variables in the board membership of church-related institutions are denominational constituency, theology, and institutional control. In institutions related to theologically conservative groups or closely affiliated with a particular church, the boards are almost exclusively composed of members of the denomination. In the Negro denominations, the boards are generally exclusively Negro and none has more than minimal white membership; in integrated denominations, there is more racial heterogeneity. These frozen patterns, it is predicted, will begin to thaw in time.

A continuum of exclusivity and homogeneous board constituency, and inclusivity and heterogeneous board constituency, is discernible. Some single instutitions, such as Livingstone, Oakwood, Xavier, Jarvis, and Morris, and the A.M.E., C.M.E., and Episcopal categories, cluster toward the exclusive-homogeneous end. Bishop, Johnson C. Smith, and Clark, and the Presbyterian, United Church of Christ, and United Methodist categories, are near the middle. Independent institutions are on the inclusive-heterogeneous end of the continuum.

In terms of role-function, the board members of independent institutions have greater clarity of perception and more liberal perspectives, and give greater financial undergirding to the institutions.